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ABSTRACT

As part of the National Workplace Literacy Program, the 1990-1991 Arlington Education and Employment Program (REEP) served 333 functionally illiterate limited English proficient (LEP) adults working in Virginia hotels at entry level jobs in housekeeping, food and beverage service, and maintenance. Training in workplace literacy and English-as-a-Second Language (ESL), basic math (numeracy), consumer awareness, and citizenship preparation was provided both on-site at participating hotels and in an adult learning center serving the project. REEP staff conducted literacy audits, developed job-related curricula, and designed and provided workplace literacy training. Employees were recruited by the hotels, tested by REEP staff, and provided training, usually through classes offering 60 hours of instruction during a 12-15 week period. Workers received incentives such as paid release time. The project achieved success in terms of worker retention rate, hotel retention rate, development of interactive audio and video instructional materials, quality of curriculum development, modest student gains in English language proficiency, supervisor evaluations of student progress, and replication of an earlier project. Appended is a list of objectives, activities, and outcomes. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

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ARLINGTON/ALEXANDRIA 1990-1991 REEP WORKPLACE LITERACY TRAINING PROJECT

FINAL EVALUATION REPORT

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March 31, 1992

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PREFACE

The Arlington Education and Employment Program (REEP) of Arlington (Virginia) Public Schools has conducted a workplace literacy partnership project from April 1990 through December 31, 1991 under a grant awarded by the U.S. Department of Education (CDFA 84-198). The evaluation report is one of the evaluation activities conducted during the 21-month grant period for the literacy project.

Under terms of the grant, the project evaluation activities include both (1) a summary report prepared by project staff on the activities and accomplishments of the project and (2) an evaluation conducted by a person other than project staff, i.e., an outside evaluator. This report summarizes the findings of the outside evaluator for the entire 21-month period of the grant.

The outside evaluator has been in contact with the project throughout the grant period. His activities include:

- Designing the evaluation plan
- Attending the initial planning meetings held for the project and hotel representatives
- Advising project staff on changes in project organization, coordination, and training delivery
- Preparing interim evaluation reports.

While the evaluator has been in contact with the project throughout the entire grant period, most of the information presented in this report was collected and analyzed during January through March 1992.

Although the evaluator is very familiar with staff members and project operations, he has diligently followed an evaluation approach which permits objective analysis of the information. The evaluation is conducted according to four standards:

1. Has the literacy project addressed the goals of the National Workplace Literacy Partnerships Grant Program of the U.S. Department of Education?

2. Has the literacy project followed the program design and planned operations, as set forth in the funding proposal?

3. Has the literacy project been effective in moving toward achievement of the objectives set forth in the funding proposal?

4. Has the literacy project been effective in addressing the needs of the partners of the project: the limited English-speaking employees who need literacy training, the hotels, the Arlington and Alexandria Chambers of Commerce, Arlington Public Schools, City of Alexandria Public Schools, and REEP?

The evaluator wishes to thank project administrators, staff, and supervisors at the hotels who generously provided their cooperation, time, and assistance. He also commends the REEP staff for their continued excellence in performance and dedication to serving limited-English-proficiency persons in the Northern Virginia. REEP has been, and continues to be, a national leader in the provision of workplace literacy training. REEP has set a standard by which all workplace literacy training projects could be assessed.

Morris Peterson, Ph.D.
Evaluator

SECTION I. INTRODUCTION

NATIONAL WORKPLACE LITERACY PROGRAM

Federal funding for the national workplace literacy program was initially authorized under the Continuing Appropriations for Fiscal Year 1988 (Public Law 100-202). The current range of literacy programs, including the National Workplace Literacy Program, is authorized by the Adult Education Act and the Stewart B. McKinney Homeless Assistance Act, as revised by the Augustus P. Hawkins--Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-97) and the Stewart B. McKinney Homeless Assistance Amendments Act of 1988 (P.L. 100-628). The revised Act continues federal assistance for adult education through 1993.

Federal regulations provide the following description of the purpose of the National Workplace Literacy Program:

> [It] provides assistance for demonstration projects that teach literacy skills needed in the workplace through exemplary education partnerships between business, industry, or labor organizations and educational organizations. (Federal Register, Part 432, Vol. 54, No. 159, p. 34418)

PROJECT SUMMARY

The 1990-1991 REEP Workplace Literacy Project served 333 functionally illiterate limited-English-proficiency (LEP) adults currently working in hotels at entry level jobs in housekeeping, food and beverage services, and maintenance. Training in workplace literacy and English-as-a-second language (ESL), basic math (numeracy), consumer awareness, and citizenship preparation was provided by experienced staff, both on-site at the participating hotels and in the adult learning center serving the project. The project was conducted during a 21-month grant period, from April 1, 1990 through December 31, 1991 which includes a 90 day no cost extension.

PROJECT ACCOMPLISHMENTS

The 1990-1991 Workplace Literacy Project achieved all of its objectives. The project was conducted under the guidance of the Arlington Education and Employment Program (REEP), a program within the Adult, Vocational and Career Education Division, Arlington Public Schools. The project provided 432 training slots, serving 333 hotel LEP employees working in the housekeeping, food and beverage service, and maintenance jobs with the 13 participating hotels. Project objectives required 400 training slots and 300 participating employees. Specific plans, activities, and outcomes are discussed in detail in Section II, Findings. (The chart "Literacy Project Objectives, Activities, and Outcomes to Meet Purposes of the National Program" at Appendix A summarizes the overall plan of operation for the project.)

REEP staff members conducted the literacy audits of employees and their jobs and developed the job-related curricula. Staff designed and provided workplace literacy training--such as English-as-a-second language (ESL) instruction, math-related instruction, worker awareness, and job counseling.

Employees were recruited by the hotels, tested by REEP staff, and provided training. Training usually was provided during classes offering 60 hours of instruction, usually during a 12-15 week period. Two curricula with kits of materials were completed for the housekeeping and food/beverage courses. In addition, eligible employees also used the instructional materials, software, and equipment at the adult learning centers.

Only the REEP/Hotel Workplace Literacy Project provides customized workplace literacy training to the LEP functionally illiterate adult work force. And there is no other education program in Arlington or Alexandria whose trainees can receive incentives such as paid release time for learning literacy and other basic skills. Both the REEP program and the ESL Center offered a full range of intensive classes at flexible schedules for those who may wish to continue or accelerate their instruction.

PROJECT BACKGROUND

A partnership among the Arlington Public Schools, Arlington Chamber of Commerce, and seven hotels in Arlington County was formed in 1988 to provide a program to meet the workplace literacy needs of limited-English-proficient (LEP) adult employees. The 1990-1991 Workplace Literacy Project expanded REEP efforts to include a literacy partnership comprised of the Alexandria Chamber of Commerce, Alexandria City Public Schools, and three hotels in Alexandria. In addition, four more hotels in Arlington were added project partnership. All partners made formal commitments to the project and were represented on the project advisory committee. (However, one hotel partner in Arlington failed to participate in the project in accordance to the commitment made.)

Alexandria was chosen as an expansion, parallel project because hotel employees in Alexandria have workplace literacy training needs similar to the hotel employees in Arlington. Because Alexandria is located on the southeastern edge of Arlington County, the two jurisdictions have a long history of cooperative efforts, such as the Alexandria/Arlington Private Industry Council established for the Joint Training Partnership Act.

PROJECT PURPOSES

The primary purposes of the project were to (1) develop and provide workplace literacy training skills for functionally illiterate LEP adults, (2) assist hotels in upgrading and retaining their work force, and (3) promote and expand workplace literacy training in the Northern Virginia area. The specific purposes of the training was to increase the literacy skills and other basic skills of the employees, raise job performance/work productivity, and reduce employee turnover. The project also provided job/career counseling and support services needed by the trainees.

PROJECT PARTNERS AND CONTRIBUTIONS

Arlington Public Schools, of which REEP is a part, was the applicant for this grant. (See the Project Organizational Chart at Appendix B.)

REEP's capabilities in management and administration of projects have been capably demonstrated throughout its long-term involvement with the Mainstream English Language Training (MELT) Project, funded by the U.S. Office of Refugee Resettlement, and other projects for LEP individuals. In addition, REEP has worked successfully with businesses in Arlington County. For example, in addition to the previous national workplace literacy project it has provided literacy training for employees of a major car dealership and a dry cleaning business. REEP also conducted an ESL and employment training program for persons seeking employment in partnership with the Metropolitan Transit Authority.

Other partners, and their roles, responsibilities and contributions, in the project are described below.

Arlington Public Schools and REEP. Through Arlington Public Schools, REEP was responsible for the overall administration of the grant and for management of day-to-day activities of the project and expenditure of grant funds. REEP staff also were responsible for coordinating activities with the Alexandria partnership members.

REEP employed most of the staff (except for the Alexandria coordinator and staff obtained through a subcontract), designed the curriculum, developed/revised instructional materials, developed computer-assisted and other self-instructional

modules, screened and selected trainees, provided instruction, provided job-related counseling (as needed), conducted follow-up contacts, reviewed hotel work materials and suggested improvements (as needed), and coordinated provision of support services (as needed).

REEP has been successfully providing ESL instruction and employment counseling since 1976. REEP provided fully experienced instructors and aides who have taught LEP adults in a variety of settings, including on-site instruction. The Project Director, Ms. Inaam Mansoor, has been with REEP for 17 years and has been the director for the past 11 years. During that time, it has received national acclaim for its innovative programs for serving LEP.

The administrative offices of REEP are located at the Wilson School at 1601 Wilson Boulevard. The Adult Learning Center also is located there. The school is only four blocks from the Rosslyn Metrorail stop.

Alexandria City Public Schools and the ESL Center. The Alexandria City Public Schools provided a coordinator for oversight of the partnership activities with the three hotels in Alexandria.

The administrative offices and ESL Center for the Alexandria operations for the project are located at 3801 Braddock Road. The site also is conveniently near the Braddock Road Metrorail stop.

Arlington and Alexandria Chambers of Commerce. The two Chambers were responsible for representing the county business/industry as a whole and facilitating contacts with the hotels and other selected industries. The executive directors of the Chambers served on the advisory committee. The Chambers also publicized the project with other businesses and industries in the county. These roles of the Chamber were essential for the success of the workplace literacy project.

Hotel Industry. The hotel industry partners from Arlington and Alexandria recruited eligible trainees from their staff and provided the employees paid release time or a bonus for their literacy training. Other types of contributions made by the hotels include providing employee time for training, staff liaison, access to workplace areas, job-related materials for instruction, tuition payments, transportation, and space, furniture and equipment for instruction.

CONTRACTORS. Under a subcontract, Alexandria City Public Schools ESL Centers provided instructional staff to assist employees from the participating Alexandria hotels. Under a separate contract, this evaluation report was prepared by a person outside Arlington Public Schools.

ADVISORY COMMITTEE. The advisory committee provided guidance for project policymaking. Membership of the committee included representatives of Arlington and Alexandria public schools systems, Arlington and Alexandria Chambers of Commerce,

general managers of the participating hotels, the target population, and the Arlington community. The project director for the REEP/Hotel Workplace Literacy Project was the chairperson of the committee.

PROJECT GOALS AND OBJECTIVES

The basic goal of the project was to assist functionally illiterate adults working in the partnership hotels become functionally literate. For the project, functional literacy is defined generally as "the ability to apply a set of skills to a set of general knowledge areas which are related to success in adult life" [Adult Performance Level (APL) Functional Competency Model, University of Texas].

More specifically, the literacy training was designed to help the LEP employees become more literate in English so that they could perform their jobs better, raise their self-esteem and confidence in using English, and perform adequately in an environment where English is the dominant language. It was expected that the hotels participating in the project would benefit through better productivity/job performance, attendance/ punctuality, safety, and communication between management and employees. Hotel guests would benefit because they could communicate better with the service employees. The hotels also were expected to benefit from lower turnover rates among these service workers. As a result of better employee retention, the hotels would have better trained personnel and lower costs for employee recruitment and training.

The eleven objectives of the REEP/Hotel Literacy Project were:

1. To develop/revise instructional materials for literacy training of functionally illiterate LEP employees working in the hotel industry in Arlington County and the City of Alexandria, Virginia.

2. To develop computer-assisted, interactive audio and video, and other self-instruction modules to improve workplace literacy (to be used at the literacy learning centers at Wilson School and the ESL Center).

3. To recruit functionally illiterate LEP persons employed in the hotel/motel industry in Arlington County and the City of Alexandria.

4. To screen potential trainees to identify their eligibility, functional literacy levels, and likelihood of completing the training.

5. To select functionally illiterate employees (from participating hotels/motels) who are likely to benefit from and complete the training. [NOTE: 400 training slots will be provided, serving about 300 persons.]

6. To provide job-related ESL (speaking, understanding, reading, and writing) to all trainees.

7. To provide job-related math instruction (arithmetic, measurement, time estimation, etc.) to all trainees.

8. To provide consumer awareness and problem-solving training to all trainees.

9. To provide work awareness and education and job/ career counseling for all trainees.

10. To make recommendations to hotel managers concerning reading levels and other factors which make it difficult for workers to understand materials and directions.

11. To expand the workplace literacy project to a second service industry.

In support of these objectives, the project was designed to:

- Identify the literacy, basic skills, and other needs of the hotel service employees at participating hotels in Arlington and Alexandria.

- Provide instruction through a wide-range of learning materials and media in literacy and other basic skills, including job awareness, consumer awareness and problem-solving training.

- Provide individualized and supplemental training at the literacy learning centers in Arlington and Alexandria.

- Design programs and materials (including computer-assisted and inter-active audio and video instructional modules) to meet these needs.

- Provide employees with incentives for participation by arranging for release time (with pay) from the current jobs.

- Provide employees convenient access to training during or adjacent to regularly scheduled work periods.

- Coordinate transportation, child care and other support services, as needed by the employees to remain in training.

- Conduct a marketing campaign to encourage other industries to assess their need to set up similar literacy projects.

- Provide technical assistance to other industries in the Northern Virginia area with large numbers of illiterate workers.

- o Conduct a comprehensive evaluation to document project outcomes.
- o Document project activities and procedures to ensure replicability.

FACILITATING LEARNING

During the project, supervisors facilitated training for the employees by providing paid release time or bonuses and by adjusting work schedules so employees could attend literacy training.

The general managers of the participating hotels preferred that the training be provided on site for their employees. This type of arrangement is beneficial in several ways. First, the trainees are already at the place of training, and there is practically no time lost in getting to the place where training is being provided. Second, they can return to their jobs and immediately apply what they have learned in class. Third, materials and equipment used for the employees work are readily available as instructional devices. Finally, supervisors may observe/participate in the training.

At the request of the hotel employees, REEP expanded the hours of operation at the Wilson School Adult Learning Center. Some of the hotels provided limited transportation for employees to and from the learning centers; however, most hotels expected the employees to get to the centers on their own.

SUPPORT SERVICES

There was very limited need to provide or arrange for support services for trainees because the training was conducted in conjunction with their jobs. Thus, for example, employees did not have to make additional arrangements for child care.

The project partners, in particular the schools and the hotels, had the linkages to provide or arrange for other support services for employees. When services were needed, the key linkages were the information and referral services within Arlington County and the City of Alexandria.

Both Arlington and Alexandria make referrals within and across their own programs to ensure persons receive most appropriate education and employment training. For trainees in the workplace literacy project, educational and job/career counseling was provided on an individual, as needed basis rather than on a general basis for all trainees. However, all trainees were encouraged to use the general literacy, ESL, and basic skills education programs available through adult education programs of the Arlington County, Alexandria City Public School systems, or their jurisdiction of residence. ESL instruction and employment counseling for LEP adults also are available through other programs conducted by REEP. Employment training, including a bilingual vocational training program, is available for LEP and other disadvantaged persons through the Arlington Employment Training Center.

TRAINING CHARACTERISTICS

Job-specific literacy training was provided for functionally illiterate LEP persons working in housekeeping, food and beverage services, and maintenance at the participating hotels. The hotel employees could attend training provided on-site, use the adult learning centers at Wilson School and ESL Center, or attend training and use the adult learning centers to supplement the on-site courses. The curriculum and instructional materials developed by REEP were used for both the Arlington and Alexandria projects. Trainees enrolled at the learning centers used job-specific instructional modules and materials.

Most of the 36 literacy training courses contained about 60 hours of instruction, conducted according to a schedule coordinated by REEP staff with the participating hotel. Usually, each course was completed within about 12-15 weeks, but trainees could enroll in additional courses. Experience during the first workplace literacy project demonstrated clearly that the hotels wanted and the trainees needed more than 60 hours of literacy training. Thus, the project design included the objective to offer 400 training slots for 300 LEP employees. Of the 400 slots trainees, 280 were planned for the on-site courses and 120 for the adult learning center.

A total of 333 LEP employees from the partner hotels participated in the training, exceeding the planned enrollment by 11%. A total of 260 trainees attended the on-site courses at the hotels, and 52 of these trainees also used the adult learning centers. In addition, 73 LEP employees were enrolled only in the individualized instruction provided at the adult learning centers. Thus, learning center enrollments of 123 persons slightly exceeded the planned 120 enrollments.

INDIVIDUALIZED EDUCATIONAL PLANS

REEP staff worked with both the individual trainee and workplace supervisor to develop individualized educational plans (IEP). The IEP addressed both short- and long-term literacy training needs. For example, a plan may have specified basic literacy skills to be taught at the on-site course and reinforced/supplemented by training at the adult learning center. The IEP also may have been used to identify specific needs for general ESL and other basic education courses after the project training has been completed. The long-range IEP was developed at the end of the on-site classes, after the instructor had an opportunity to thoroughly evaluate each trainee's goals and needs.

CHARACTERISTICS OF TRAINEES' JOBS

The participating employees worked at entry level jobs, such as housekeeping, food and beverage services, and miscellaneous maintenance work. Almost all of the participating employees had great difficulty using English, including basic skills in speaking and understanding English.

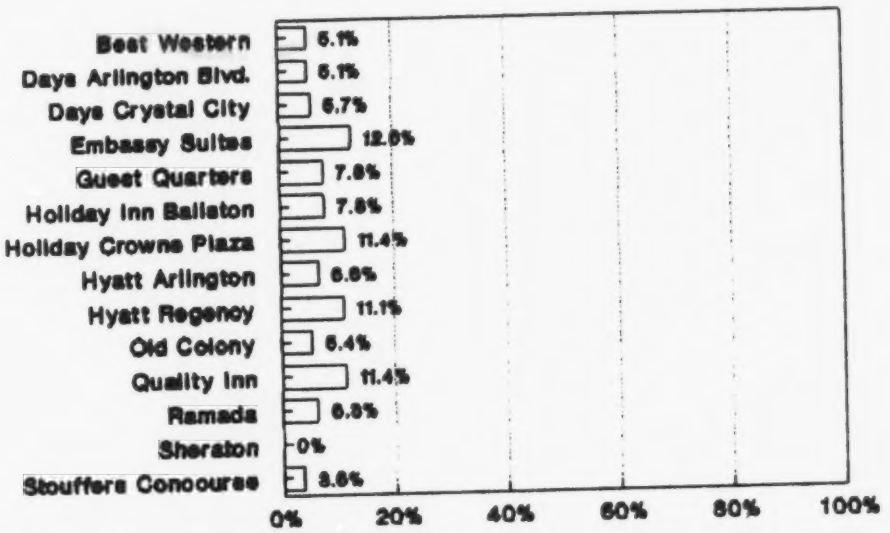
A total of 333 employees received training in the workplace literacy courses. Employee participation in the project was somewhat evenly distributed among the partnership hotels, with most hotels having 20 or more employees enrolled. An individual hotel's average portion of the total enrollment ranged from 12.6% to 3.6% (Figure 1). As reported earlier, one hotel did not participate in the project, even though the previous hotel manager had signed the Partners' Agreement form.

About two-thirds (67.6%) of the trainees worked in the housekeeping department, and one-fourth (24.9%) worked in the food and beverage services department (Figure 2). Figure 3 gives a slightly different, more detailed listing of the types of jobs performed by the trainees.

Of those employees reporting wages at the time of enrollment, one-third (34.5%) were paid $6.00-$6.49 per hour (Figure 4). The most common hourly wage rates were $6 (16.3% of the employees), followed by $5 (12.9%), $6.25 (8.5%), and $5.75 (4.5%), and
$5.50 (4%).

PERCENT TRAINEES FROM HOTELS

Percent of All Trainees (N=333)

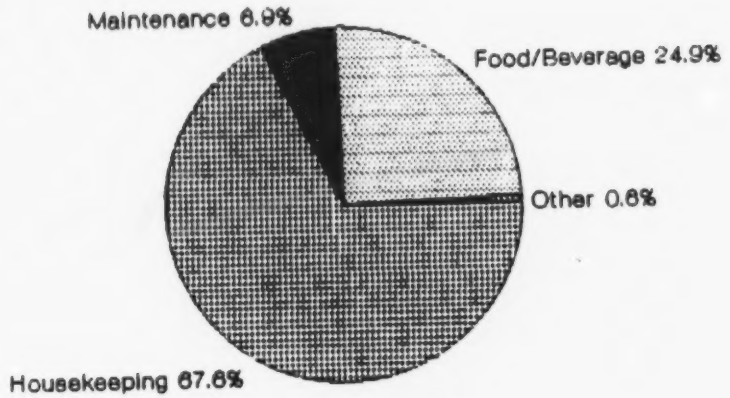


1990-91 REEP WORKPLACE LITERACY PROJECT

FIGURE 1

HOTEL DEPARTMENT OF TRAINEES

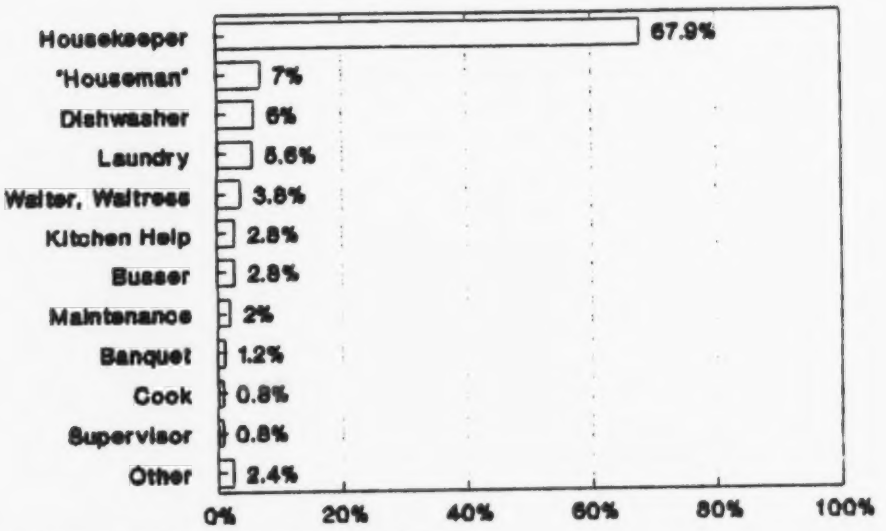
Percent of All Trainees (N=333)



1990-91 REEP WORKPLACE LITERACY PROJECT

FIGURE 2

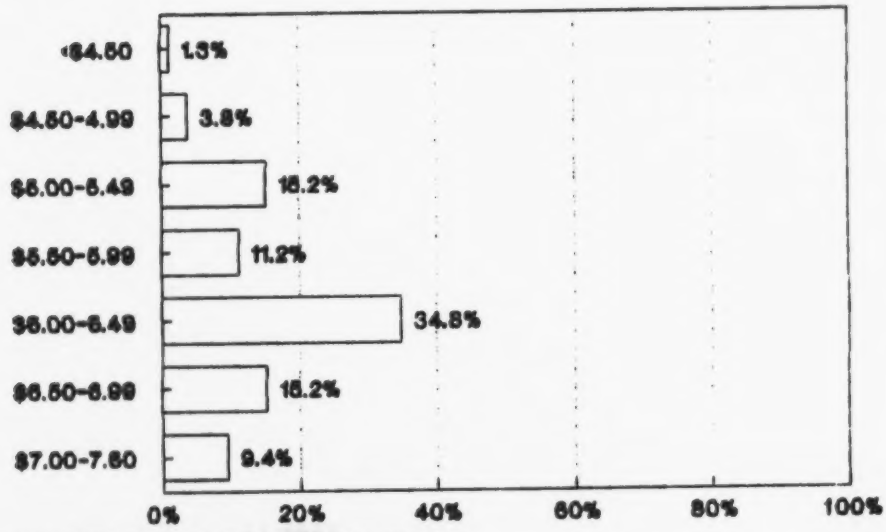
TYPE OF JOB AT HOTEL
Percent of Trainees Reporting (N=252)



1990-91 REEP WORKPLACE LITERACY PROJECT

Figure 3

CURRENT HOURLY WAGE
Percent of Trainees Reporting (N=224)



1990-91 REEP WORKPLACE LITERACY PROJECT

Figure 4

CHARACTERISTICS OF THE TRAINEES

The overwhelming majority (83.6%) of the participating employees are of Hispanic origin or descent, and 12.9% are of Asian origin or descent (Figure 5). About one-half (52%) of the trainees are from El Salvador, 19.1% from South America, 12.1% from other Central American countries, and 12.1% from Asian or Pacific Island countries (Figure 6).

At the time of enrollment in the project, slightly more than one-fourth (27.5%) of the employees had been in the U.S. for 1 year or less (Figure 7). One-fifth (20.9%) had been in the U.S. for 8 or more years.

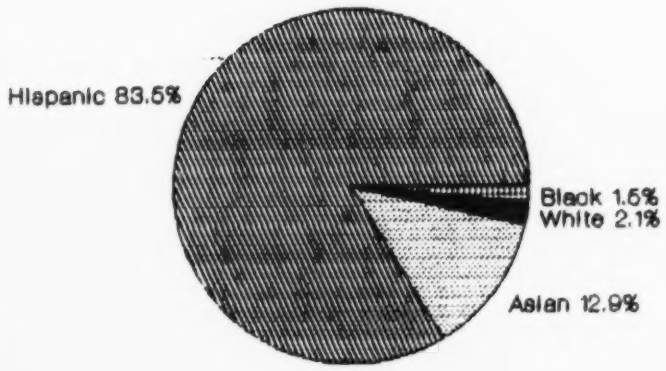
Two-fifths (40.2%) of the trainees are under 30 years of age, and a similar portion (36.0%) are in the 30-39 years old age bracket (Figure 8). Males enrolled in the project were slightly older (34.7 years old) than females (32.7 years old).

Two-fifths (40.4%) of the trainees have completed 6 or fewer years of formal education (Figure 9). One-third (33.4%) have completed 12 or more years of education. One-fifth (21.7%) of the trainees have another (second) job in addition to the job with the hotel (Figure 10). Trainees without children (29.1%) were more likely to have a second job than trainees with children (1.9%). Slightly more men (27.7%) than women (19.5%) have second jobs.

Two-thirds (66.7%) of the trainees are female, and almost three-fifths (59%) are married (Figures 11 and 12). Slightly more females (61.7%) than men (53.2%) are married (Figure 13).

Three-fourths (75.6%) of the trainees have dependent children (Figure 14). Almost all (95.4%) married trainees have dependent children, compared to slightly less than half (47.2%) trainees who are not married. Single women are more than twice has likely to have dependent children; more than one-half (56.6%) of single females have dependent children, and about one-fourth (23.3%) of single males have dependent children.

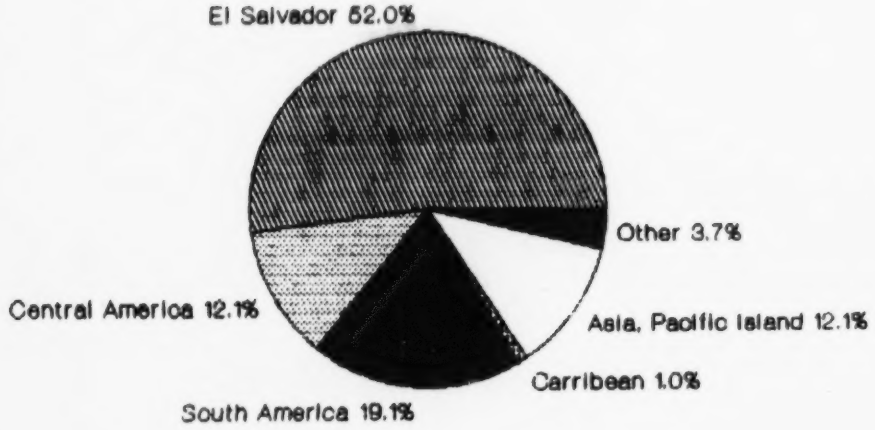
RACE
Percent of Trainees Reporting (N=333)



1990-91 RSEP WORKPLACE LITERACY PROJECT

Figure 6

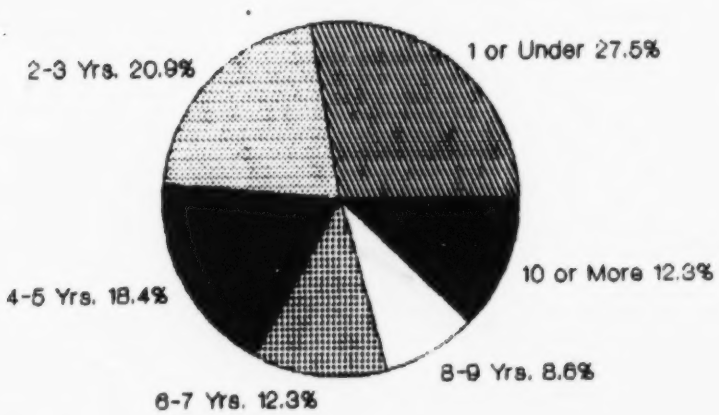
COUNTRY OF ORIGIN
Percent of Trainees Reporting (N=295)



1990-91 RSEP WORKPLACE LITERACY PROJECT

Figure 8

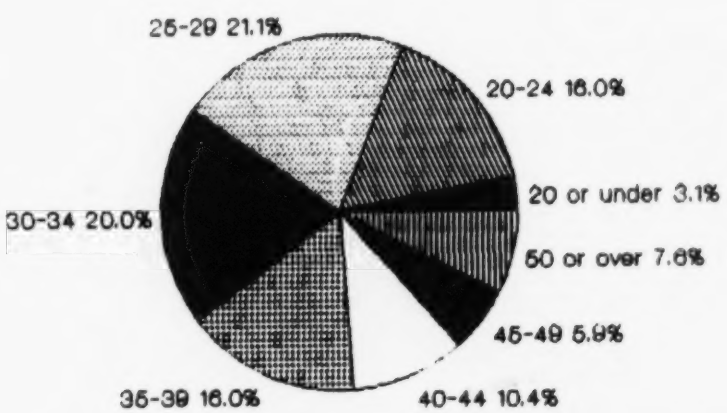
YEARS IN THE U.S.
Percent of Trainees Reporting (N=244)



1990-91 REEP WORKPLACE LITERACY PROJECT

Figure 7

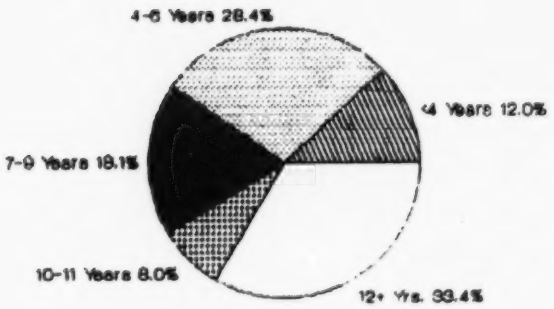
AGE
Percent of Trainees Reporting (N=288)



1990-91 REEP WORKPLACE LITERACY PROJECT

Figure 8

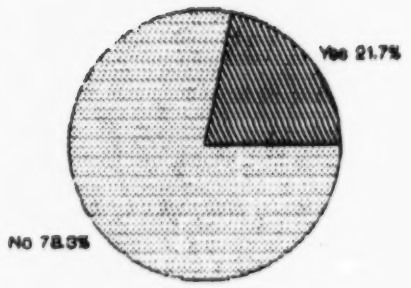
YEARS OF EDUCATION
Percent of Trainees Reporting (N=299)



1988-91 REEP WORKPLACE LITERACY PROJECT

Figure 9

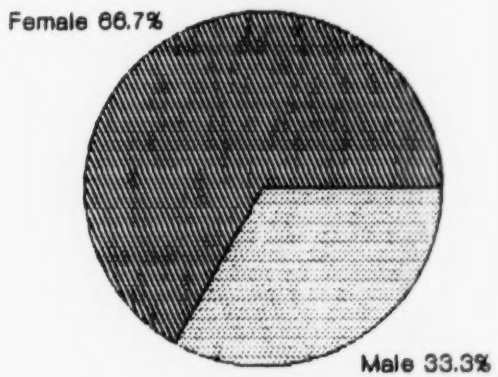
EMPLOYED ON SECOND JOB
Percent of Trainees Reporting (N=249)



1988-91 REEP WORKPLACE LITERACY PROJECT

Figure 10

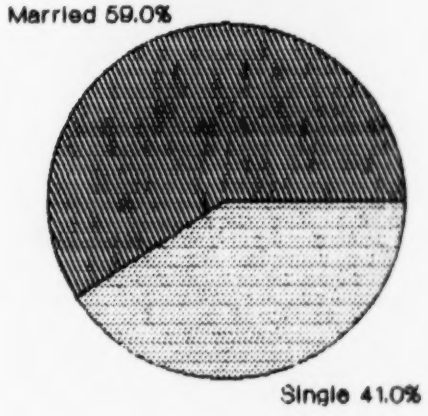
SEX
Percent Of All Trainees (N=333)



1990-91 REEP WORKPLACE LITERACY PROJECT

Figure 11

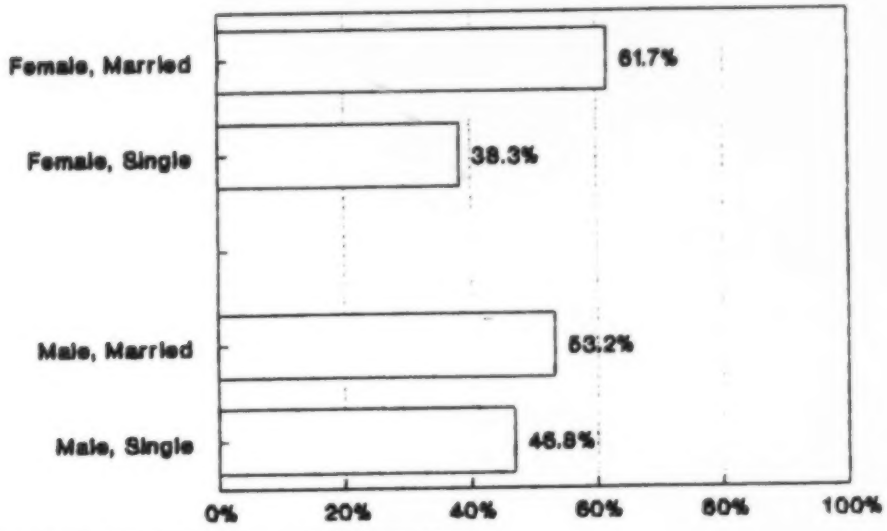
MARITAL STATUS
Percent of Trainees Reporting (N=300)



1990-91 REEP WORKPLACE LITERACY PROJECT

Figure 12

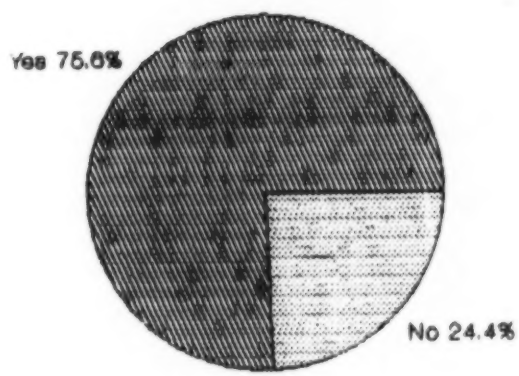
MARITAL STATUS BY SEX
Percent of Trainees Reporting (N=300)



1990-91 REEP WORKPLACE LITERACY PROJECT

Figure 13

TRAINEES WITH DEPENDENT CHILDREN
Percent of Trainees Reporting (N=258)



1990-91 REEP WORKPLACE LITERACY PROJECT

Figure 14

SECTION II. FINDINGS

KEY FINDINGS

The key findings of the evaluation of the 1990-1991 REEP Workplace Literacy Project are as follows:

1. REEP has continued development of high quality instructional materials in support of the Housekeeping and Food and Beverage curricula. The expertise of staff in preparing these materials has facilitated development of materials for training LEP employees working in other industries for the 1991-1992 project. The expertise of REEP in materials and curriculum development is recognized throughout the nation.

2. REEP also is a national leader in developing interactive audio and video materials. Staff at the Adult Learning Center has taken existing equipment and software and adapted it for use in the center and in the classroom by instructors and trainees.

3. LEP trainees recruited for the project were highly likely to remain in the project. Slightly more than three-fourths (78.8%) enrolled in the on-site courses completed training. Retention of participating hotels was 82%. The attendance rate was 83%.

4. LEP trainees enrolled in the on-site courses were very limited in their English language proficiencies. One-half (49.8%) scored in the bottom three levels of the Basic English Skills Test (BEST) pretest. Only one-sixth (16.4%) scored in the top three levels of the test.

5. Almost nine-tenths (85.9%) of the LEP trainees enrolled in on-site courses completed 40 or more hours of instruction. The average number of hours completed by each trainee completing the on-site course was 56.9. When time at the learning center is included, the average number of hours of instruction increases to 64.6.

6. The average gain in English language proficiency (as measured by the BEST test) was 11.8 points. Nearly one-third (30.5%) had a gain of 9-18, large enough to move up by at least one level on the BEST test; 22.6% had gains of 19 or more points, enough to move up two or more levels on the BEST test.

7. Almost all (93%) of the trainees were rated by their supervisors as having shown ir ›rovement as a result of the training. Specific areas of improvements were communication (68.7%), self esteem (67.2%), productivity (63.3%), safety (31.1%), and attendance (27.1).

8. REEP has successfully replicated and expanded the project design initially established in 1988. Each advancement in project design has matched the purposes of the national workplace literacy program, and has advanced the "state-of-the-art" in workplace literacy program design. REEP's project design and procedures are well-known and highly respected throughout the nation.

ORGANIZATION AND PROCEDURES

This section reports on the progress made in achieving each of the project objectives set forth in the funding application. Some recommendation, with explanatory comments, are made for improving project operations.

FINDINGS FOR OBJECTIVES

Objective 1. To develop/revise instructional materials for literacy training of functionally illiterate LEP employees working in the hotel industry in Arlington County and the City of Alexandria, Virginia.

Findings: REEP has been a national leader in developing instructional materials and curricula for workplace literacy training. Its procedures and products are in great demand and are highly respected in the local area, state, and nation.

The training curricula and instructional materials were based on the findings of the individual assessments and the generic literacy audit conducted at pilot hotels. The curricula were designed by instructors to meet the needs of both trainees and their employers. The results of literacy audits were given to supervisors for review and assessment of the importance for performance of the job. On the basis of the literacy audit findings, instructional materials were developed for on-site instruction and for use in the adult learning centers.

Supervisors interviewed for this evaluation said they were extremely pleased with the cooperation of REEP staff in development of job-related curricula.

REEP staff have developed comprehensive, coordinated curricula for Housekeeping and Food and Beverage department employees for the on-site ESL literacy courses. The curricula support instruction at three proficiency levels, and have vocabulary, basic skills, and cultural components. Resources also are identified for instructors. REEP workplace literacy curricula also have a special customizing feature

which permits selection of any of the units available. The classroom instructor works with the hotel supervisor to set the course content which the supervisor believes is most important for the employees. Six to eight units may be selected for a course.

For hotel employees too advanced for the on-site hotel courses and curriculum, a special skill-based curriculum was developed for use at the adult learning centers, using textbooks, audio tapes, interactive audio and video, and a wide range of software.

REEP staff believe that the Housekeeping and Food and Beverage curricula have worked very well and meet the needs of most employees. However, additional curricula are needed for the basic literacy classes and for the higher-level classes.

Objective 2. To develop computer-assisted, interactive audio and video, and other self-instruction modules to improve workplace literacy (to be used at the literacy learning centers at Wilson School and the ESL Center.

Findings: The Wilson School Adult Learning Center has been in operation since April 17, 1989. The Wilson Center has been the focal point of activity for developing a variety of audio and video instructional materials for use by individuals. Staff at the Wilson Center have obtained innovative software (such as GOAL, LANGUAGE BUILDER, READ & ROLL, and SPEECH MASTER) for developing individualized instructional modules. In addition to the personal computers and recorders, equipment such as Language Masters and Franklin Dictionary is available for the REEP staff to develop instructional materials and for use by trainees. Finally, materials have been added as supplements to the basic Comprehensive Competency Program (CCP) structure used by the learning center.

Because the REEP program is at the forefront of curriculum development for workplace literacy instruction, the staff have had to develop many of the materials and materials-development strategies themselves. For example, a four-lesson interactive videodisc course has been developed for housekeepers. Extensive workplace-related lessons and exercises have been prepared for use by trainees and instructors. An "Advanced Curriculum" also has been developed for trainees who have progressed to the intermediate or advanced levels of English proficiency.

The findings of the literacy audits and the resulting instructional plans are incorporated into the materials developed for the learning centers. This facilitates use of the individualized instructional materials by trainees who are enrolled in the on-site courses.

Workplace literacy materials which have been developed at the Wilson School Adult Learning Center include:

1. Interactive audio pronunciation lessons, based on hotel situations and information usually requested/provided.

2. Interactive audio and video lessons.

3. Customized software programs to meet specific learning objectives, such as reporting repairs, reporting work progress, and reading a form.

4. Units for reinforcing reading and writing skills, using PC word processing software capabilities.

The Wilson Adult Learning Center is open in the evening and weekends, thereby demonstrating its complete commitment to meeting the needs of LEP adults.

Tracking trainee activities, progress, and achievement in the learning center is a very complex activity. The process of tracking and evaluation depends upon the English proficiency level of the student.

Students who score less than 29 on the short form of the BEST or less than 59 on the long form of the BEST use the Plan and Profile Forms of the Comprehensive Competency Program (CCP) as well as daily workschedules which were designed by REEP staff to record progress with both CCP materials and other instructional materials referenced into the CCP system. Students are pre and posttested with the oral BEST and written tests designed by the REEP staff. It is the policy of the learning center to administer the post BEST test after every 50 hours of study in the ALC, but the open entry, open exit nature of the learning center makes it difficult to post test all students.

Students who score more than 29 on the short form of the BEST or more than 59 on the long form of the BEST are too advanced to use the CCP materials or tracking system; therefore the REEP staff designed a three level, skill-based advanced curriculum which includes an advanced curriculum test for placement. Students move to the next level of the curriculum when they master at least 80% of the work on the assigned level.

Examples of student work is collected in each student's confidential folder regardless of his proficiency level. This is the beginning of a portfolio type of assessment which is more appropriate to the learning center environment which is very student centered in nature.

REEP needs to consider administering the Basis English Skills Test (BEST) to all trainees who used only the learning center. (All trainees enrolled in the on-site courses are required to complete the test before and after the courses. BEST test scores were reported in the data base for only a few of the trainees who used the learning center only during this project.) Use of the learning center (other than on a first-time, trial basis) should include a pretest, using BEST. After completion of each 60 hours at the center, a posttest should be conducted, using BEST.

Objective 3. To recruit functionally illiterate LEP persons employed in the hotel/motel industry in Arlington County and the City of Alexandria.

Findings: Recruitment campaigns were conducted within each hotel by hotel human resources offices. Supervisors had responsibility for initial recruitment of the employees for the literacy project. This approach was necessary because (1) they were most familiar with the English language needs of their employees, and (2) they had to provide equal opportunities for all employees in the targeted departments to participate.

Supervisor recruiting sometimes may result in selection of employees who are not interested in the training or who believe the training being offered is not at an appropriate level. The screening process should help identify those persons who do not need literacy training at the levels being offered. Instructors and supervisors can recommend use of the learning centers. Also, referrals can be made to other literacy training being offered throughout the metropolitan Northern Virginia area.

Supervisors/resource managers also were involved early in the planning process. For example, REEP staff included in their plans the specific training needs, concerns, and suggestions for scheduling and recruitment identified by hotel staff. Written materials were disseminated about the courses and the adult learning centers.

A total of 437 employees were tested, thereby exceeding the objective to recruit at least 400 functionally illiterate employees selected by the partnership hotels.

Objective 4. To screen potential trainees to identify their eligibility, functional literacy levels, and likelihood of completing the training.

Findings: Employees in the participating departments of the hotels were tested by REEP staff. Each eligible employee was tested for English speaking and understanding proficiencies, math/arithmetic skills, and writing skills.

The BEST (Basic English Skills Test) test was used for assessing English language proficiencies. Although the test measures only general English language proficiency, it is the most useful and practical test available. An informal math test has used to assess numeracy skills.

The overall attendance rate for the on-site courses was 83%. Of the LEP employees who participated in the training, the retention rate by the hotels by 82%.

Objective 5. To select functionally illiterate employees (from participating hotels/motels) who are likely to benefit from and complete the training. [NOTE: 400 training slots will be provided, serving about 300 persons.]

Findings: A total of 333 LEP trainees were enrolled in the project from the 13 partnership hotels, including the 71 trainees who used only the adult learning centers.

Slightly more than three-fourths (78.8%) of the 260 LEP trainees who were enrolled in the on-site courses completed the training. Four trainees dropped out of the one training course, but then returned to complete the training during a different course. One trainee dropped out of the on-site training, but completed 30 hours of individualized instruction at the adult learning center.

Of the 55 trainees who quit/were terminated from the project, 23 trainees (41.8%) were terminated/quit for job-related reasons (such as quit job, was fired, took a second job, or was terminated for some other job-related reason.

Objective 6. To provide job-related ESL (speaking, understanding, reading, and writing) to all trainees.

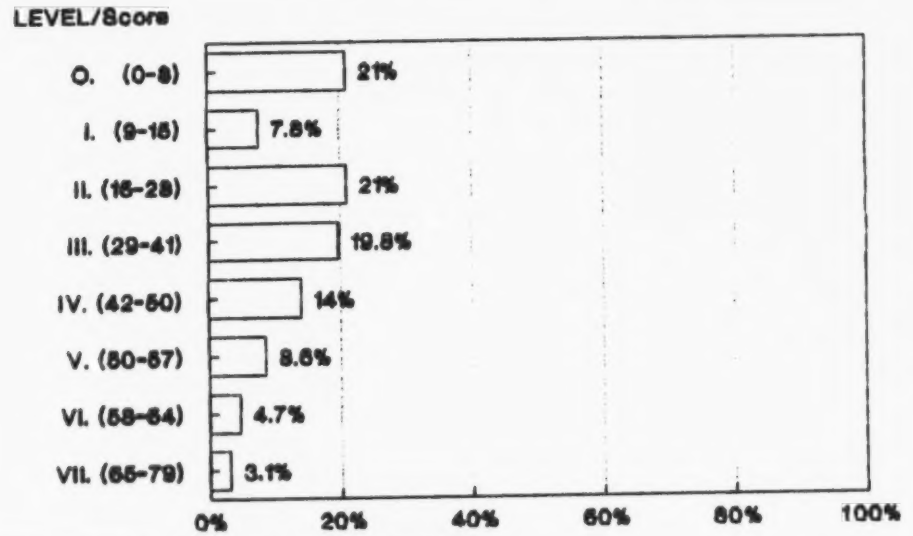
Findings: The primary purpose of the project was to improve the job-related literacy skills of the LEP employees selected from the participating hotels. ESL instruction was provided in small on-site classes conducted for 60 hours over a period of about 12-15 weeks. Usually, about 8-12 trainees were enrolled in the class, thereby permitting intensive instruction and extensive participation.

Entry-level Proficiencies

Because the LEP employees in greatest need of literacy training were selected for on-site courses, the overall English language proficiencies levels of the trainees were extremely low. Initial testing of the LEP employees, using the BEST test, support supervisors' beliefs that the English proficiencies of some of their employees were very low. One-half (49.8%) of the trainees enrolled in on-site courses scored at the lowest levels (Levels 0-II) on the BEST Test at the time of entry into the project (Figure 15). Only one-sixth (16.4%) achieved scores placing them in Levels IV-VII, the top three levels of BEST.

The LEP employees enrolled in the project appeared to have higher math skills than English language proficiencies. On an informal math test (100-point scale), over half (55.2%) had a score of 60 or higher (Figure 16). Over one-fourth (28.3%) had a score below 40, with 17.1% having a score of below 20.

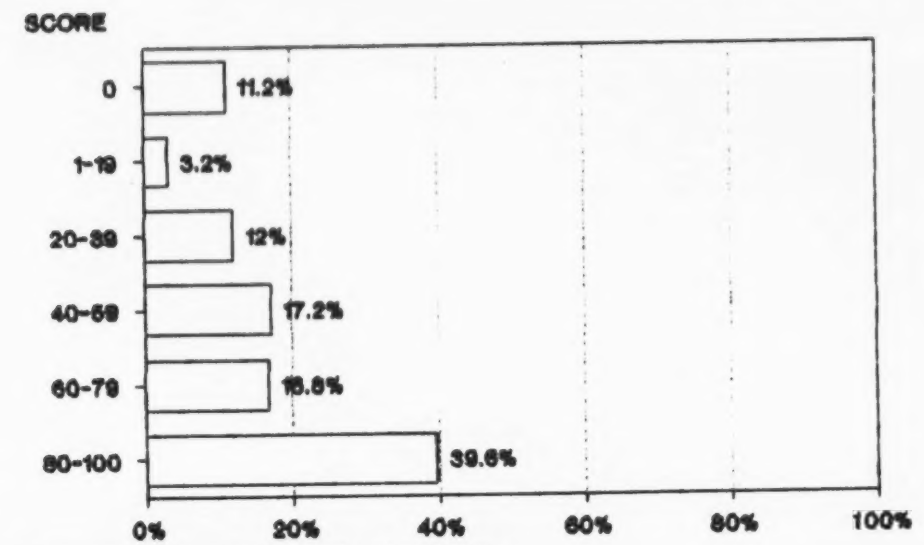
ENGLISH PROFICIENCY AT ENTRY
Percent of Trainees Reporting (N=265)



1990-91 REEP WORKPLACE LITERACY PROJECT

FIGURE 15

PRE-TEST MATH SCORES
Percent Trainees Tested (N = 195)



1990-91 REEP WORKPLACE LITERACY PROJECT

FIGURE 16

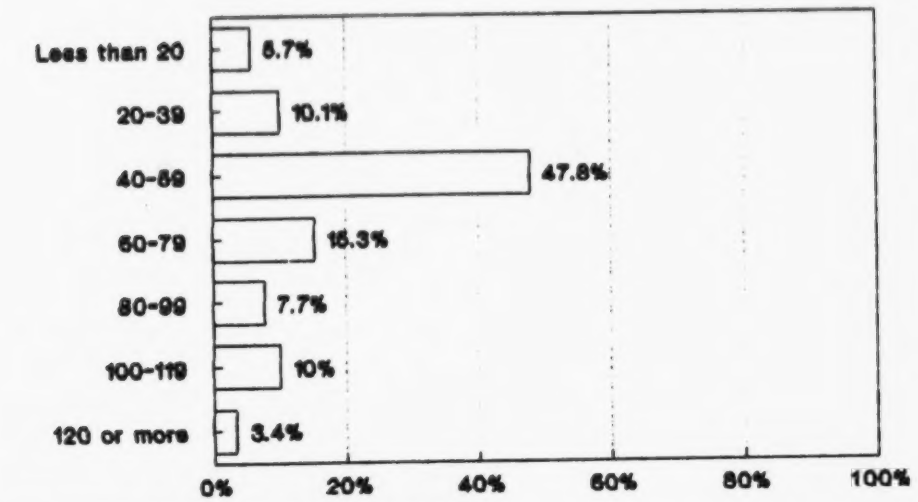
Hours of Instruction

Of the LEP employees who completed on-site course, almost all (85.9%) completed 40 or more hours of instruction (Figure 17). The average number of hours of instruction was 56.9. When hours at the adult literacy centers for 60 of the trainees are included, the average number of hours of instruction is 64.6.

Overall, attendance was high at the on-site training courses, with an 83% attendance rate. Some problems did arise in attendance because of the slowdown in the economy. Rather than layoff employees because of declining occupancy rates, the hotels retained the employees on a part-time basis. When the workplace literacy classes were conducted on days when the employee was not scheduled to work, some employees did not attend the training.

For the LEP employees who used only the adult learning centers, slightly more than half (54.8%) completed less than 20 hours of individualized instruction (Figure 18). The average numbers of hours of instruction was 46.5; however, the median (midpoint) number of hours of instruction was 16.

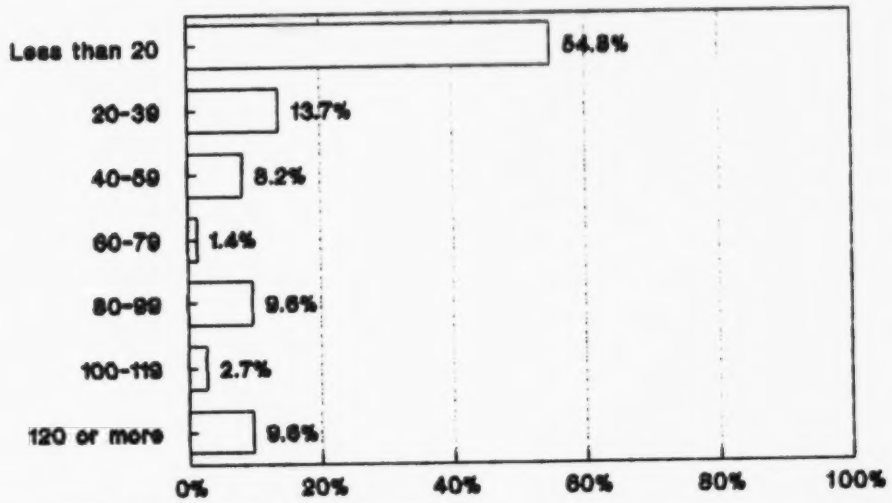
NUMBER OF HOURS OF ESL INSTRUCTION
Percent of Trainees Reporting (N=209)
Includes Courses & Learning Center



1990-91 REEP WORKPLACE LITERACY PROJECT

FIGURE 17

NUMBER OF HOURS AT LEARNING CENTERS
Percent of Trainees Reporting (N = 73)
Trainees Who Used Learning Centers Only



1990-91 REEP WORKPLACE LITERACY PROJECT

FIGURE 18

English Proficiency Improvement

The gains in English language proficiency were quite modest, with almost half (45.3%) of the trainees gaining less than 10 points on the BEST posttest (Figure 19). It should be noted that large gains are not expected when the amount of instruction is less than 120 hours. It has been documented by the Mainstream English Language Training Project Study (conducted for the U.S. Office of Refugee Resettlement) that at least 105-125 contact hours of ESL instruction is required to move a student up one proficiency level. Only 10.4% of the trainees enrolled in on-site courses completed 105 or more hours of instruction.

The average gain was 11.8 points, an amount large enough for a trainee to move up at least one level, as measured by the BEST test. Nearly one-third (30.5%) had a gain of 9-18 points, large enough to move up at least one level on the BEST; 22.6% scored gains of 19 or points, enough to move up two levels on the BEST.

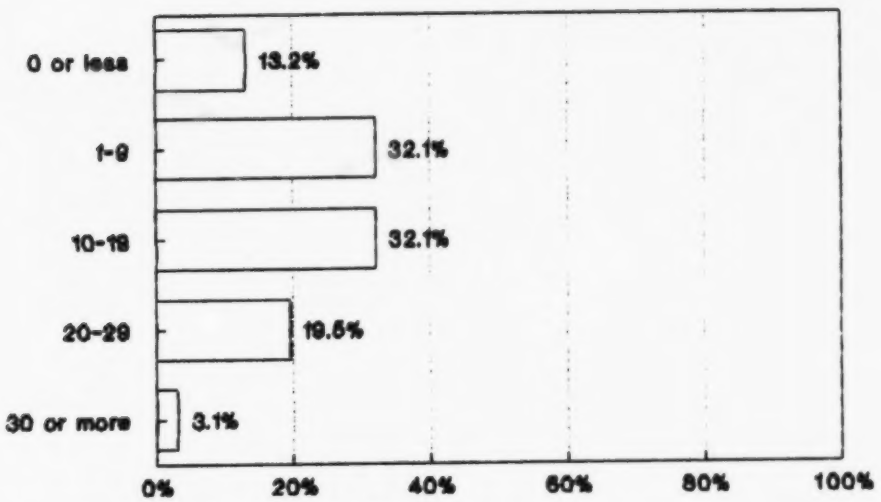
Gains by employees from the participating varied (Figure 20). A few hotels had average gains of 13-14 points, while other hotels had average gains of about 9 points. There is a 62% difference between the three hotels with the lowest average gain (9.24) with the three hotels with the highest average gain (14.93) per employee.

Overall, the LEP employees who were given release time as an incentive for participation achieved slightly higher average gains (12.05 points) than employees who were given bonuses for completion (11.08 points). Aditionally, when gains are compared across the participating hotels, hotels with paid release time had much higher average gains by their employees than those who used bonuses for incentives. Of the eight hotels which had average gains of less than 11.8 among their employees (11.8 is the average gain for individual employees), five used the bonus incentive. Of the five hotels with average gains of more than 11.8, four used the paid release time as an incentive.

There also were slight differences in the amount of gains by different subgroups of employees who were enrolled in the on-site courses. For example, employees without children had average gains of 14.93 points, compared to 10.35 for employees with dependent children. Male employees had higher average gains (13.06) than female employees (11,30). Single employees had higher average gains (13.77) than married employees (9.63).

GAINS IN ENGLISH LANGUAGE PROFICIENCY

Percent of Trainees with Scores (N=190)
Percent of Trainees (100-pt. Scale)

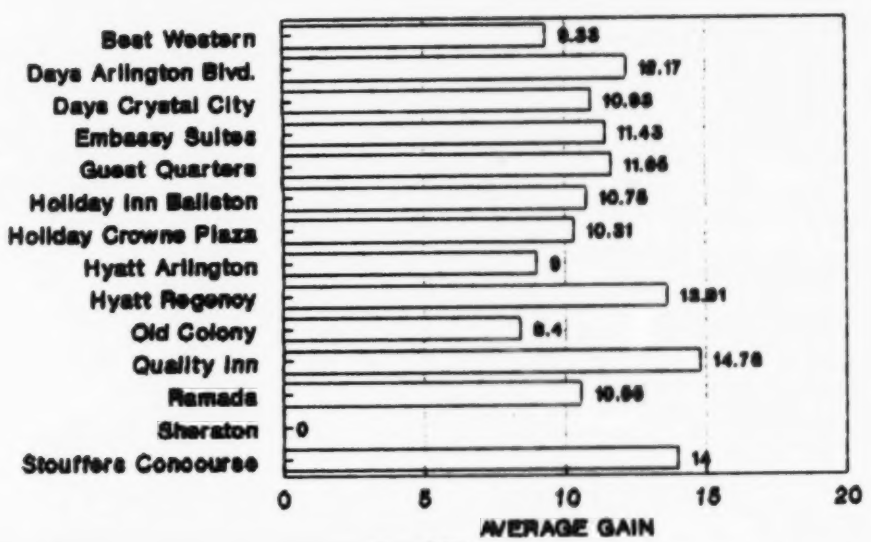


1990-91 REEP WORKPLACE LITERACY PROJECT

FIGURE 19

TRAINEES' GAINS BY HOTEL SITE

Percent of On-site Trainees (N=209)



1990-91 REEP WORKPLACE LITERACY PROJECT

FIGURE 20

Outcomes of Training

Overall, the supervisors were pleased with the progress of the employees and gave high ratings of improvement. The supervisors reported improvements for 93% of the LEP employees who completed training. The supervisors also provided ratings on three dimensions related directly to the goals of the national program: improving communication in English, increasing productivity at work, and achieving better safety. In addition, two dimensions important to the participating hotels were rated: increased self esteem and better attendance at work/retention.

Supervisors rated the employees on improvements in five general areas related to training impact: communication, productivity, self esteem, attendance, and safety. Overall, at about two-thirds of the LEP employees were reported as having made at least a slight improvement in communication skills, self esteem, and productivity (Figure 21). Improvements in safety and attendance were lower, but still notable.

It is important to note that 29.8% of the employees were rated as having made great improvements in productivity, and 27.4% made great improvements in self esteem.

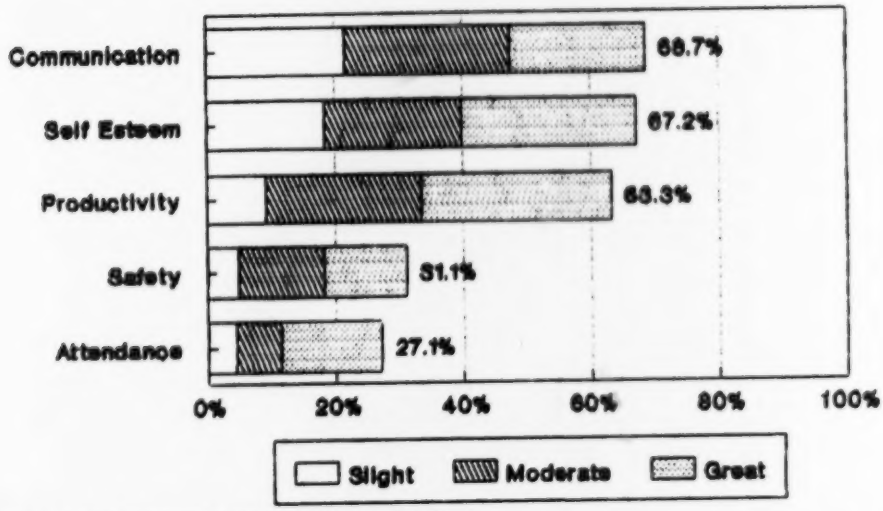
Some supervisors pointed out that although the progress was encouraging and in some cases very impressive, the actual gain was small and employees still needed substantial improvement. However, all of the supervisors had the highest praise for the REEP workplace literacy project, and the instruction provided to their employees.

All of the 12 supervisors interviewed reported that the higher level of morale/self esteem among the employees led to small but very important improvements in other dimensions of their work performance. The supervisors believe that increased self esteem leads to improvements in communication, and that improvements in both self esteem and communication lead to increased productivity, better attendance, and fewer accidents.

SUPERVISORS' EVALUATIONS OF TRAINEES

Percent of Trainees (N=203 to 249)

RATINGS OF IMPROVEMENT



1990-91 REEP WORKPLACE LITERACY PROJECT

FIGURE 21

Objective 7. To provide job-related math instruction (arithmetic, measurement, time estimation, etc.) to all trainees.

Objective 8. To provide consumer awareness and problem-solving training to all trainees.

Findings: Instruction in math, consumer awareness, citizenship, problem-solving, and work awareness are interwoven into the English language skills curricula. While instruction and practice in English language skills are the focal points of instruction, improved communication, better math skills, greater consumer awareness, better problem-solving, and great work awareness are all outcomes of the instruction.

For example, because of the nature of the jobs at the hotels, the LEP employees need basic numeracy skills. Instruction in math skills is tied directly to other communication literacy skills, such as: "Take three towels to Room 228." "How many rooms have you cleaned." Thus, instruction in numeracy is interwoven with instruction in English language skills.

Instruction in consumer awareness includes topics such as timesheets, paychecks, bills, and expenditures. Citizenship instruction includes explanations of holidays and discussion of current events/news and community activities. Problem-solving exercises are used to foster conversation, writing brief explanations, and generating interest in workplace topics.

Some supervisors and trainees said they believed the trainees needed to learn "more general" English so they could apply the communication skills to all aspects of their lives. Basic skills also are needed so the trainees can "keep on learning." REEP instructors also believe that more reading and writing should be included in the instruction, even though the trainees may not need it for their work. REEP instructors also believe that more problem-solving materials need to be included in instructional materials.

Including "more general" content in the workplace literacy courses is appealing, particularly when both supervisors and trainees believe it is needed. However, two factors should be considered. First, the amount of time for instruction is very limited. More time for "general" English would be less time for "job-related" workplace literacy training. Second, language skills can be learned with many kinds of subject matter (what the students are talking about, listening to). Use of workplace topics not only provides a common content-area for all students, but it also provides subject matter that all the students. Other subject matter may also be a common area of interest to all or almost all trainees. However, workplace subject matter should not be sacrificed for the more general-interest subject matter.

Objective 9. To provide follow-up counseling/assistance to trainees after they have completed training.

Findings: Access to former trainees is facilitated by the offering of several training courses at a hotel throughout the project. In addition, some LEP employees participated in more than one training course. Thus, REEP staff had opportunities to provide counseling after an employee had completed a training course.

One of the most important counseling activities that REEP staff provide is helping trainees/former trainees set realistic expectations. To set the stage for follow-up counseling, REEP staff worked closely with individual trainees in establishing the initial IEP and the final IEP prior to leaving the project. In addition, REEP staff, supervisors, and the trainees themselves evaluate trainee progress. These activities helped set a direction for the employees after they have completed the training.

Objective 10. To make recommendations to hotel managers concerning reading levels and other factors which make it difficult for workers to understand materials and directions.

Findings: As part of the literacy audit, REEP staff examine the materials used by workers on the job. When difficult-to-understand materials are reviewed, REEP staff report their findings to supervisors. REEP staff have helped supervisors simplify forms and work schedules.

REEP staff have told supervisors that they are available to review any job-related materials to assess the readability and clarity of the materials for LEP employees.

Somewhat related is the need for providing cross-cultural training for supervisors/management at the participating hotels. Two special cross-cultural workshops on communication were conducted for hotel staff. Another way (which requires less resources) is to encourage supervisors/managers to participate in the on-site training courses. Supervisors who have done so say that the time spent is well worthwhile; other supervisors have said that training attendance might have been better if the supervisors themselves had been more involved in the training.

Objective 11. To expand the workplace literacy project to a second service industry.

Findings: As a national workplace literacy demonstration project, the REEP workplace literacy projects have continually strive to expand literacy training in the Northern Virginia area. The 1990-1991 project expanded the previous project by including Alexandria. That action included adding the Alexandria City Public Schools, the Alexandria Chamber of Commerce, and three hotels in Alexandria.

Building on the success of the 1990-1991, REEP designed a project that expanded workplace literacy training in two other very important dimensions. First, the 1991-1992 project includes LEP employees from industries other than hospitality, such as health care in hospitals and nursing/retirement homes, building maintenance, and convenience stores in addition to hotels. Second, the 1991-1992 project includes industry associations as partners in the project. The associations, rather than committees of the local chambers of commerce, take the lead in recruiting businesses to participate in the workplace literacy project.

In addition, REEP's program guide, "Perspectives on Organizing a Workplace Literacy Program," has been used effectively during the orientation phase for new businesses and industries.

Finally, there is a need for activities related to, but outside the original intent of, this objective. For example, instructors and other staff members need to work with supervisors and managers to ensure they understand project procedures and requirements, such as evaluations forms. For busy supervisors, it is too easy to turn the project over to REEP and "let REEP run it." REEP staff need to encourage and facilitate supervisor contact with and participation in the program. Closely related to this activity is the need for REEP staff to continue selling workplace literacy and the project to both supervisors and trainees. REEP staff on-site are the first-line of contact with the project; they must be prepared to hear about problems as well as to receive praise for project success. In addition, REEP staff must continue to actively market the project: tell what the project does, how it does it, and who benefits and how.

APPENDIX A

LITERACY PROJECT OBJECTIVES, ACTIVITIES, AND OUTCOMES TO MEET PURPOSES OF THE NATIONAL PROGRAM

LITERACY PROJECT OBJECTIVES, ACTIVITIES, AND OUTCOMES TO MEET PURPOSES OF THE NATIONAL PROGRAM

OBJECTIVE	ACTIVITY	OUTCOME	NATIONAL PROGRAM PURPOSE
1. To develop/revise instructional materials for workplace literacy training of functionally illiterate LEP employees working in the hotel industry in Arlington (Virginia) County.	1. Assess literacy needs of current LEP employees. 2. Assess reading levels and other characteristics of training materials now used by hotels. 3. Assess job performance tasks and other literacy requirements. 4. Develop instructional materials to meet the training objectives.	1. Employee and employer statements of literacy skills needed and held. 2. Ratings, evaluation of the appropriateness of current materials for the functionally illiterate. 3. Job, task analysis of literacy and other skills required. 4. Instructional curricula for individualized lab and other courses.	o Provide adult literacy and other basic skills services and activities. o Provide adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent. o Meet the literacy needs of adults with limited English proficiency. o Upgrade or update basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes. o Improve the competency of adult workers in speaking, listening, reasoning, and problem solving.
2. To develop computer-assisted, interactive audio and video, and other self-instructional modules to improve workplace literacy (to be used at the literacy learning centers at Wilson School and ESL Center).	1. Select topics and skills to be taught during the lab (see Objectives 6, 7, and 8 below). 2. Develop instructional lessons which reinforce job requirements as well as key basic skills.	1. Short computer-assisted lessons which can be completed by trainees with a minimum of outside help. 2. Sets of lessons on floppy-disks which can be used on CCP programs. 3. An interactive audio/video program and user's guide.	
3. To recruit functionally illiterate LEP persons employed in the hotel industry in Arlington County.	1. Disseminate information to hotel service training, and personnel managers. 2. Conduct intensive information campaigns among hotel employees, identifying the short- and long-term benefits.	1. At least 400 functionally illiterate employees selected by hotel managers. 2. Strengthen working relationships with the hotel/motel service, training, and personnel managers.	o Provide adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent. o Meet workplace literacy needs of LEP adults.
4. To screen potential trainees to identify their eligibility, functional literacy levels, and likelihood of completing the training.	1. Conduct individual and group testing for English and math skills, literacy levels, and other concerns. 2. Conduct interviews to assess career plans, reasons for participating and motivation to finish the training.	1. Applicants rated in terms of eligibility, functional literacy level, etc. 2. Applicants rated in terms of intent to participate in and complete training.	

LITERACY PROJECT OBJECTIVES, ACTIVITIES, AND OUTCOMES TO MEET PURPOSES OF THE NATIONAL PROGRAM (CONTINUED)

OBJECTIVE	ACTIVITY	OUTCOME	NATIONAL PROGRAM PURPOSE
5. To select functionally illiterate LEP employees (from participating hotels) who are likely to benefit from and complete the training. (NOTE: 400 training slots will be provided, serving about 300 persons.)	1. Select the trainees who will be receiving the on-site training. 2. Provide individualized and supplemental training at the learning center. 3. Trainees, REEP staff and supervisors identify specific training needs.	1. 280 training slots (about 180 persons will be selected) will be selected 2. 120 persons will be enrolled in training at the learning center at 3. Individualized Educational Plan (IEP) developed for each trainee.	o Provide adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent. o Meet workplace literacy needs of LEP adults.
6. To provide job-related ESL (speaking, understanding, reading, and writing) to all trainees.	1. Provide each trainee ESL instruction for approximately 40 percent of the training (hours vary according to component). 2. Provide job-specific ESL instruction, using materials related to the trainees' jobs. 3. Provide training in how to do jobs, using job-specific materials.	1. Trainees become functionally literate, particularly in terms of materials and tasks related to their jobs. 2. Trainees can read and write English language materials related to their jobs. 3. Trainees can better understand and do their jobs.	o Provide adult literacy and other basic skills services and activities. o Provide adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent. o Meet the literacy needs of adults with limited English proficiency. o Upgrade or update basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes. o Improve the competency of adult workers in speaking, listening, reasoning, and problem solving.
7. To provide job-related math instruction (arithmetic, measurement, time estimation, etc.) to all trainees.	1. Provide each trainee math instruction for approximately 40 percent of the training (hours vary according to component). 2. Provide job-specific math instruction, using materials related to the trainees' jobs. 3. Provide training in how to do jobs through the use of job-related materials.	1. Trainees become functionally proficient, particularly in terms of materials and tasks related to their jobs. 2. Trainees can perform math-related activities related to their jobs. 3. Trainees can better understand and do their jobs.	
8. To provide consumer awareness and problem-solving training to all trainees.	1. Provide consumer skills training and problem-solving training for about 10 percent of the training (hours vary according to component). 2. Provide citizenship instruction for about 10 percent of the training, if needed.	1. Trainees become more functional through application of English and math skills to real life consumer concerns and problems. 2. Trainees start plans and preparations for citizenship.	

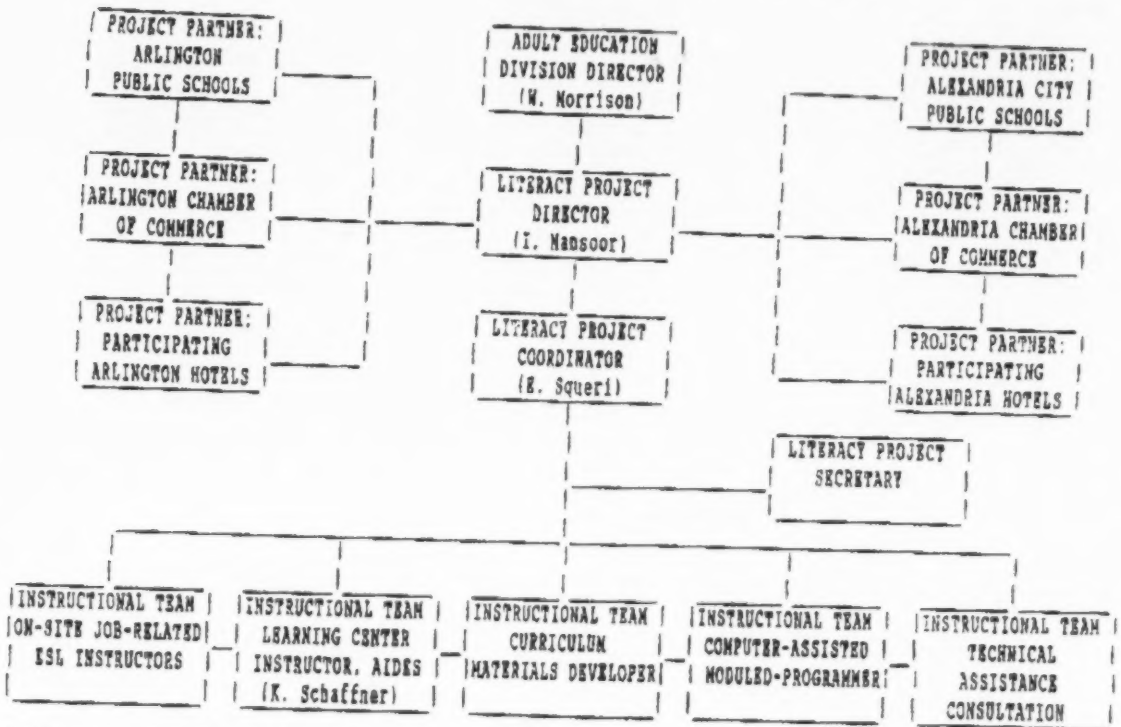
LITERACY PROJECT OBJECTIVES, ACTIVITIES, AND OUTCOMES TO MEET PURPOSES OF THE NATIONAL PROGRAM (CONTINUED)

OBJECTIVE	ACTIVITY	OUTCOME	NATIONAL PROGRAM PURPOSES
9. To provide follow-up counseling/assistance to trainees after they have completed training.	1. Conduct follow-up with former trainees and employers soon after completion of the training. 2. Provide counseling and training to former trainees and their employers, as needed, during follow-up period. 3. Assess quality of training provided by asking employees and employers to rate training outcomes.	1. Status of former trainees assessed at specified intervals be collecting information from the employees and the employers. 2. Counseling provided to former trainees and their employers, as needed. 3. Training curriculum assessed and changes, as needed, are identified.	o Provide adult literacy and other basic skills services and activities. o Upgrade or update basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes. o Improve the competency of adult workers in speaking, listening, reasoning, and problem solving.
10. To make recommendations to hotel managers concerning reading levels and other factors which make it difficult for workers to understand materials and directions.	1. Assess training, work order, and other work-related materials. 2. Observe manager and worker interactions on the job.	1. List of recommendations for development of written materials for workers. 2. List of recommended behaviors for improving manager/worker relationships and job performance.	o Provide adult literacy and other basic skills services and activities.
11. To expand the workplace literacy project to a second service industry.	1. Determine features leading to successful operation of the current workplace literacy project and mechanism for achieving a successful partnership. 2. Assess literacy needs of employees in other county industries. 3. Assess needs of other Arlington County hotels, and bring into project as "sites," in accordance with program regulations.	1. Formative and summative evaluation of current project and pretesting of "how-to-do-it" guide for developing workplace literacy projects and functional partnerships. 2. Reports on other industries which need literacy training for for LEP adults. 3. At least three sites are recruited and included in the project as a "participating site partner," their employees.	o Provide adult literacy and other basic skills services and activities.

APPENDIX B

LITERACY PROJECT ORGANIZATIONAL CHART

LITERACY PROJECT ORGANIZATIONAL CHART


PROJECT PARTNER: ARLINGTON PUBLIC SCHOOLS
PROJECT PARTNER: ARLINGTON CHAMBER OF COMMERCE
PROJECT PARTNER: PARTICIPATING ARLINGTON HOTELS
ADULT EDUCATION DIVISION DIRECTOR (W. Morrison)
LITERACY PROJECT DIRECTOR (I. Mansoor)
LITERACY PROJECT COORDINATOR (E. Squeri)
PROJECT PARTNER: ALEXANDRIA CITY PUBLIC SCHOOLS
PROJECT PARTNER: ALEXANDRIA CHAMBER OF COMMERCE
PROJECT PARTNER: PARTICIPATING ALEXANDRIA HOTELS
LITERACY PROJECT SECRETARY
INSTRUCTIONAL TEAM ON-SITE JOB-RELATED ESL INSTRUCTORS
INSTRUCTIONAL TEAM LEARNING CENTER INSTRUCTOR, AIDES (K. Schaffner)
INSTRUCTIONAL TEAM CURRICULUM MATERIALS DEVELOPER
INSTRUCTIONAL TEAM COMPUTER-ASSISTED MODULED-PROGRAMMER
INSTRUCTIONAL TEAM TECHNICAL ASSISTANCE CONSULTATION

[1] All staff members for the literacy project must be hired in accordance with Arlington Public Schools policies.